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ABSTRACT

This training packet is intended to aid school administrators and resource personnel in developing school volunteer programs and in involving the community in the schools through volunteer programs. Section 1 of the packet presents basic information on school volunteer programs, focusing on the rationale for volunteer programs, the role of volunteer programs in schools, the development and organization of volunteer programs, the role of volunteers in schools, and the recruitment, training, and support of volunteers. Section 2 contains suggested outlines of workshops designed to prepare school administrators, teachers, and volunteer coordinators for their role in developing and implementing school volunteer programs. The appendix lists various reference materials relevant to school volunteer programs and presents sample materials and forms for use in developing and implementing volunteer programs. (JG)

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COMMUNITY INVOLVEMENT

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EA 010 342

INTRODUCTION

This training packet is designed to present information on community involvement in the school. The material is specifically directed to school administrators and resource personnel to assist in developing the school volunteer program as a support factor. This component is designed to outline a number of areas which a school or district may wish to incorporate in its inservice planning.

The focus of this packet will be on one of the ways to involve the community in the school--the school volunteer program. Section I of the packet presents basic information on school volunteer programs. The rationale for a school volunteer program will be contained within the materials relating to the following questions. These concerns comprise the framework of the packet and are possible lead questions for inservice.

1. What is community involvement in education? Why are school volunteer programs a current trend in education?
2. Who is the volunteer?
3. What is a school volunteer program?
4. What can a school volunteer program do?
5. How is a volunteer program organized in the school?
6. Where can resource assistance for organizing a school volunteer program be obtained?
7. What are the various roles of persons involved in school volunteer program?
8. What tasks can a volunteer perform?
9. What are the responsibilities of a volunteer?
10. How are volunteers recruited?
11. How are volunteers trained?
12. How are volunteers trained to become Reading/Language Arts tutors?
13. How are volunteers retained?
14. How can a volunteer program be supported in the school?

In addition to the above concepts, the packet also contains strategies for presenting the basic concepts in Section II. To establish a perspective for concepts and strategies, two questions have been raised about the "learner participants":

> Who are the possible participants involved in the inservice; and
>
> What information related to school volunteer programs would be relevant to their roles?

Reference materials accompanying the strategies are summarized as presented and also included in complete form in the Appendix. The component concluded with suggestions for presentation in a variety of workshop formats. The sample outline and suggested agenda is included to point out a specific technique; the actual situation will dictate the precise needs.

WHAT IS COMMUNITY INVOLVEMENT AND WHY ARE SCHOOL VOLUNTEER PROGRAMS A CURRENT TREND IN EDUCATION?

Community involvement is a strategy for incorporating community resources into a school program. Community resources may be tapped through indirect contributions (materials, resources, transportation, etc.) or through direct support of educational activities in the form of volunteer services.

Volunteerism is not new to the nation's educational system. The volunteer--the person who has willingly contributed time and effort--is historically characteristic of American education.

Currently, the increased use of volunteer services in the school program is receiving national, state, and local attention. In a day of rising costs, limited budgets, and an emphasis on teaching basic skills, educators are turning to volunteers for assistance in getting the job done. National and state legislation has indicated the need for school volunteer programs and provided a framework from which such programs can be implemented.

At the national level, federal funds have been allocated through Title V to reinforce the state departments of education in their efforts to implement and disseminate information about school volunteer and other community involvement programs.

At the state level, legislation calling for increased community involvement was enacted by the Florida Legislature in 1975. Some highlights of the legislation include:

An increased number of adults assisting in the primary classroom,

Increased community and parental involvement,

Training for primary-level teachers in use of volunteers and para-professionals,

Advisory boards for early childhood and basic skills development programs composed of community leaders, parents, teachers, and administrators.

In view of current legislation, implementation of a network of school volunteer programs is a present reality. Therefore, it is essential that we know how to best utilize the potential benefits of such programs.

WHO IS THE VOLUNTEER?

The Florida Department of Education has defined school volunteers as parents, neighbors, PTA members, retirees, high school and college students, business persons or anyone who is willing to contribute time and energy to enrich the school experience. They serve without pay on a regular basis or upon request.

WHAT IS A SCHOOL VOLUNTEER PROGRAM?

A school volunteer program (SVP) is an organized group of individuals whose objectives are to involve the community, to provide direct assistance in developing a student's special skills, and to provide support of supplementary activities which strengthen the school curriculum thereby enhancing the school's ability to serve students.

WHAT CAN A SCHOOL VOLUNTEER PROGRAM DO?

The School Volunteer Program can:

facilitate a greater degree of individualization by providing additional personnel. This increased adult/student interaction can help to motivate the student's desire to learn.

offer the student educational opportunities and activities which ordinarily may not be financially possible or available from professional staff.

capitalize on the teachers' professional expertise by releasing them from non-instructional tasks, thereby allowing for increased teacher/student interaction.

afford opportunities for active community involvement in the educational system, thereby offering the citizen a realistic perspective of the problems confronting education. Thus it is a potential motivating force for citizens to actively participate in devising positive problem solutions.

reinforce basic skill areas.

HOW IS A VOLUNTEER PROGRAM ORGANIZED IN YOUR SCHOOL?

Obtain interest and commitment of

the district and the school staff,

the community and its leaders

Establish a task force for discussion composed of teachers, administration, community representatives, experienced volunteers, and county staff. Discuss the need for para-professionals. The task force may recruit a tentative volunteer or district coordinator to serve as liaison between the school and community.

Coordinators, with assistance from others will

- determine needs of the district, school, teachers, and students,
- prepare program objectives,
- identify resources - students, parents, the community, business, etc.

Approach the administration and school staffs to outline ideas and get their additional input in order to personalize the program for the school.

Work cooperatively with the school staff to design the program.

Include:

- administrative procedures,
- role descriptions,
- program goals, rationale, etc.,
- budget procedures and forms,
- strategies for implementation
- a realistic timeline.

Train school staff people who will be involved as to how the program will operate, roles, use of people, etc.,

Recruit volunteers,

Train volunteers,

Monitor and report progress to program teachers, staff, and volunteer coordinator, and district administration,

Evaluate program impact,

Solicit revision suggestions from task force and school board,

Revise.

OTHER POINTS TO CONSIDER WHEN ORGANIZING A VOLUNTEER PROGRAM IN THE SCHOOL:

Assess teacher needs....Do they want clerical, instructional, or supervisional assistance?

Sell the program to the school staff and community,

Provide teachers with an overview of what volunteers will be trained to do,

Stress the teacher's role in guiding the directions of a volunteer's activities,

Begin the program on a small scale.

The vital steps to be remembered are:

THINK
PLAN — Stress collaboration of school and community in all three phases.
IMPLEMENT

WHERE CAN RESOURCE ASSISTANCE BE OBTAINED FOR ORGANIZING A SCHOOL VOLUNTEER PROGRAM?

If funding sources are required for implementation of your school volunteer program, investigate the following areas:

community resources,

private foundations,

county or district funds,

Retired Senior Citizens Volunteer Program (R.S.V.P.).

Technical assistance is available from the Florida Department of Education by providing clearinghouse services for human and materials resources through the consultant for volunteer education, the Early Childhood and Elementary Education Section, and the Right to Read Technical Assistance Teams. In addition, various consultants from established community and school volunteer programs may be contacted to provide technical assistance.

Several materials for use in volunteer programs have been developed by private, state, and federal programs. For a complete listing of materials developed by these programs, refer to the Florida Department of Education publication entitled: 1975-76 Sources of Support: Financial and Technical Assistance for Florida's School Volunteer Effort.[1]

Clearinghouse services are also available from the Panhandle Area Educational Cooperative (PAEC). For a listing on volunteer education, see the catalog excerpt in the Appendix.

[1]The D.O.E. publication 1975-76 Sources of Support: Financial and Technical Assistance for Florida's School Volunteer Effort is available from the Staff Development Section of the D.O.E. For information contact Gail Atwater, Title V consultant, Suite 6, Miles Johnson Building, Tallahassee, Florida.

WHAT ARE THE VARIOUS ROLES OF PERSONS INVOLVED IN SCHOOL VOLUNTEER PROGRAMS?[2]

Principal

demonstrates interest and active support as a facilitator of the school volunteer program,

enlists school staff support,

assists staff in identifying needs,

assists in outlining procedures for volunteers to follow,

accommodate volunteer needs (makes work space, bathroom, and lounge facilities available),

works to create a team spirit among school staff, volunteers, and community.

District reading contact person

suggests activities volunteers can perform which are supportive of reading process,

coordinates and provides volunteer training for specific reading related competencies,

provides open communication between the state, district, and school personnel involved in school volunteer programs.

District Volunteer Coordinator

employed by district to coordinate all components of volunteer programs within the schools,

maintains open communication between the district, school staffs, volunteer coordinators, and the community,

coordinates volunteer recruitment and training activities of district schools.

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[2]The roles of the principal, volunteer coordinator and the teacher are based on the discussion in chapter 4, "Administering a Volunteer Program" Volunteers in Education: A Handbook for Coordinators of Volunteer Programs, pp. 31-34, which was prepared by the Recruitment Leadership and Training Institute and published by the U.S. Office of Education, 1975.

Volunteer Coordinator (school level)

volunteers services as coordinator of volunteer-related activities at the school level,

provides contact through which problems, specific job needs, and information regarding volunteer activities may be channeled,

organizes and coordinates (in conjunction with other staff members) volunteer recruitment,

interviews, selects, and assigns volunteers (in conjunction with other staff members),

coordinates teacher and staff requests for volunteer assistance,

maintains records of school-related volunteer activities,

coordinates and conducts volunteer orientation and training,

coordinates volunteers' work schedules,

arranges for recognition of volunteer services,

helps inform parents and the school community about the program.

Volunteer

serves the school program through instructional as well as non-instructional related tasks.[3] See Appendix for sample job descriptions of a "Reading/Language Arts Tutor" and a "Clerical Assistant".

Teacher

sets tone for volunteers with students and parents,

guides and controls the learning experiences of volunteers through on-the-job training,

indicates to volunteer what can be expected of children,

plans for volunteer activities before volunteer arrives,

gives specific directions and creates opportunities for volunteer/student interaction,

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[3]See handout on "Creative Uses of Volunteers" for an extensive list of possible tasks to be performed by volunteers.

provides volunteer with necessary information and materials to carry out assignment; describes individual student needs and what limits to set,

assigns jobs which volunteer is capable of performing,

establishes and maintains community understanding of school problems through effective use of volunteers.

WHAT TASKS CAN A VOLUNTEER PERFORM?

Volunteer tasks are related to the special needs of each school and classroom situation. Before the volunteer services can be used effectively, teachers and staff should pinpoint tasks which could be performed by volunteers. This should not be viewed merely as a workshop strategy, but as an essential ingredient in defining the volunteer's role. To assist teachers and staff in thinking of possible volunteer tasks, the handout on "Creative Uses of Volunteers" contained in the Appendix may be used.

WHAT ARE THE RESPONSIBILITIES OF A VOLUNTEER?

The volunteer:

. . . offers supplemental service under supervision,

. . . is punctual and notifies school in case of absence,

. . . is familiar with school and classroom policies,

. . . follows teacher's directions and ways of doing things,

. . . confers periodically with teacher and volunteer coordinator for progress checks.[4]

Have teachers list the volunteer's responsibilities for a particular job as well as for the overall school setting. Talk about how teachers can encourage volunteers to see and assume what these responsibilities are.[5]

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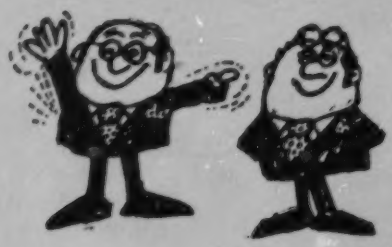
[4]This list of responsibilities was extracted from Volunteers in Education, pp. 34-35. (U.S. Office of Education publication.)

[5]For additional ways which the teacher can encourage the volunteer to assume responsibilities, see handout in Appendix.

How are volunteers recruited?

Potential members of a recruitment team are the Volunteer Coordinator, School Staff Volunteer Coordinator, classroom teachers, administrative personnel, parents, and curriculum resource persons. Each member of the team can demonstrate skill in attracting a vast array of volunteer talent.



The initial step in volunteer recruitment is identification of potential volunteer sources. Survey the possible schedules and degree of commitment by potential volunteers. Coordination of the recruitment activities (PTA/PTO meetings, parent/teacher conferences, school exhibits and productions) is usually an effective strategy for recruiting volunteers.

A key strategy in volunteer recruitment which also aids in volunteer retention is a community-wide public awareness campaign. Publicity flyers and posters constructed by teachers, other staff members as well as volunteer coordinators can be easily distributed by students and therefore reach a large portion of the community.[6] Use of the media for purposes of volunteer recruitment can reach a larger cross-section of the community. District/county endorsement of a program should be obtained prior to public broadcast. Other effective strategies for volunteer recruitment which teachers can easily manage are: letters to parents, school newspaper announcements, classroom open house, talks to churches and clubs, notices to area colleges and high schools, inter-school contests, and a school wide list of parents with interesting jobs or backgrounds. Volunteers themselves can serve as recruiters through their efforts and contacts.

The following handouts included in the Appendix may be helpful in implementing your recruitment plan: "Ideas for Involving Parents and Other Volunteers in the Reading Program"; "Utilization of Ancillary Personnel: Checklist of Resource People"; and the "Checklist for Generating Parent Interest"; (a Right to Read, U.S.O.E. publication). For an extensive description of the recruitment process, see Volunteers in Education, Chapter 5, "Recruiting Volunteers", pp. 47-59.[7]

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[6]See Appendix for a sample flyer designed by a classroom teacher.

[7]See Appendix for handout on "Recruitment Methods".

How are volunteers trained?

The following discussion is designed to give the tutor trainer an overview of what might be included in a plan for training volunteers. The content and techniques described withing the packet and the reference handbooks are suggestions. The consultant's special workshop needs should determine what may be included from the materials.

A plan for training volunteers should include two major components - orientation and specific job training. A volunteer orientation should include:[8]

Overview of the program objectives, policies, and procedures,

Structure of the school system, agency or organization,

Characteristics of the learners with whom volunteers will be working and a general description of how people learn,

Responsibilities of the volunteer,

The volunteer's role in the particular setting.

For a description of the role of a volunteer in the school program, the film "V" (Dade County School Volunteer Program) may be shown. A volunteer coordinator assisted by teachers, administrators and experienced volunteers may conduct these sessions.

The second component of volunteer training is preparation for specific job skills and competencies. Prior to these training sessions it is suggested that teachers and other school staff prepare job descriptions. Written job descriptions assist volunteers to understand what will be expected of them regarding specific tasks to be performed and responsibilities to be assumed for a particular job. A Reading/Language Arts Tutor is a particular job for which volunteers are currently being trained.[9]

How are volunteers trained to become Reading/Language Arts Tutors?

Training should focus on the specific skills related to the tasks and responsibilities of a Reading/Language Arts Tutor. The following

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[8]For an expansion of points to be covered in an orientation, see Chapter 7 "Volunteer Orientation and Training" in Volunteers in Education, pp. 71-77, U.S. Office of Education publication.

[9]See Appendix for job descriptions of Reading/Language Arts Tutor. (Reprinted from U.S.O.E. publication No. (OE) 74-00102, Target for the 70's: Tutor Trainers' - Resource Handbook, p. 12.

briefly outlines what may be included in training for those specific skills, responsibilities and competencies:

The role of the tutor as a supportive friend to the child,

Human relations (effective interaction with students, teachers, and school staff.)

Giving an interest inventory,

Setting instructional objectives,

Assessing reading difficulty of instructional materials,

Interpreting and following a lesson plan,

Evaluating student success,

Practicing reading instruction,

Defining pre-reading activities,

Using language experience activities,

Using questioning techniques,

Teaching reading in the content area.

For further information on tutor training refer to the following Right to Read publications.[10]

RIGHT TO READ: Training Manuals

The manuals have been developed under a grant from the U.S. Office of Education to assist in the training of volunteer reading tutors. Features of each manual are outlined below:

Tutor-Trainers' Resource Handbook - basic information for initiating and sustaining volunteer tutoring program.

Part A, "Reading Directors' Organizational Guidelines", is intended to give direction necessary to form the support group for the tutoring program at the local level.

Part B, "Tutor-Trainers' Guidelines", will provide information desirable when developing a training program for tutors.

Part C, "Teacher-Orientation Guidelines", gives direction necessary for the trainer and community coordinator to orient school staffs to the overall program. DHEW publication No. (OE) 74-00102.

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[10]The information describing these materials was reprinted from: 1975-76 Sources for Support: Financial and Technical Assistance for Florida's School Volunteer Effort. (See previous footnote.)

Tutor's Resource Handbook - guidelines and training for volunteer reading and tutors. It presents pre-assessment and post-assessment items in sequence with sample lessons. The lessons suggest typical activities for primary children which help children internalize specific objectives formulated by the teacher with whom the volunteer tutor works. DHEW publication No. (OE) 74-00101.

Tutoring Resource Handbook for Teachers - designed for teachers who are participating in the Right to Read volunteer tutor-training program, and for those who may wish to develop and conduct this type of program. DHEW Publication No. (OE) 74-00103.

To obtain these publication, write:

Florida Right to Read Office
Florida Department of Education
Knott Building
Tallahassee, Florida 32304

For an expansion of these topics, refer to Units I-XII of "Part B - The Tutor-Trainers' Guidelines" in the Tutor Trainers' Resource Handbook, pp. 19-75.[11]

In addition to the suggested reading techniques appropriate for a Reading/Language Arts Tutor described in the Tutor Trainers' Resource Handbook, a tutor can assist in reading instruction by various supportive activities. The tutor can use reading games and other activities with students to reinforce a particular skill which has been previously diagnosed as a weak area. For directions on how to use various games and activities to teach a skill and directions on how they may be developed, tutors may refer to several of the books contained in the following list of publications:

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[11]The Tutor-Trainers' Handbook, is a U.S.O.E. publication No. (OE) 74-00102, prepared by the National Right-to-Read. The handbook is available through the Florida Right-to-Read of the Department of Education, Tallahassee, Florida.

ADDITIONAL REFERENCES/RESOURCES

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MAGAZINES:

CHILDHOOD EDUCATION, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Annual Membership $12.00.

EARLY YEARS, Box 1223, Darien, Connecticut 06820. Annual membership $8.00.

EBONY, JR., Johnson Publishing Company, 820 Michigan Avenue, Chicago, Illinois 60605. Annual membership $6.00. (Monthly except June-July and August-September).

ELECTRIC COMPANY MAGAZINE, EC-1, North Road, Poughkeepsie, New York 12601. Annual Membership $8.95.

ELECTRIC COMPANY GUIDE ACTIVITY BOOK, North Road, Poughkeepsie, New York 12601. Annual membership $8.95.

LEARNING, 1255 Portland Place, Boulder, Colorado 80302. Annual membership $10.00.

THE OPEN HOUSE, P. O. Box 43, Madison Square Station, New York, New York 10010.

SESAME STREET MAGAZINE, S-034, North Road, Poughkeepsie, New York 12601. Annual membership $4.50.

WEE WISDOM, Unity School of Christianity, Unity Village, Missouri 64065. Annual membership $4.00.

In summary, these hints for delivering the workshop content may help in rendering the training sessions more meaningful to the volunteers:

Keep training practical and specific to the volunteer's needs.

Plan activities for small groups. A variety of techniques (role-playing, brainstorming, buzz-sessions) can be used to stimulate discussion.

Involve local as well as outside specialists to provide training.

Utilize experienced volunteers in training. A volunteer's testimonial of actual experience lends credibility to the training process.

Have volunteers express what they expect to get from volunteer training.

Evaluate training activities by assessing the volunteers' needs and interests for a follow-up training session.[12] A simple needs assessment form can assist you in identifying training needs and interests.[13]

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[12]The above discussion on training volunteers is based on the U.S.O.E. publication: "Volunteer Orientation and Training," Chapter 7, Volunteers in Education, pp. 77-81.

[13]See Appendix for sample Needs Assessment Form.

How are volunteers retained?

Due to lack of tangible rewards for volunteer service, volunteers often feel that their efforts are not recognized or appreciated. Hence, many school volunteer programs have to cope with high turn-over rates. Maintaining a high level of morale is one way of assisting continued volunteer participation. Pointing out the benefits to be derived from their volunteer services is one way of maintaining a high morale among volunteers. Benefits include:

an expansion of information about various subjects through the talents and experience of volunteers,

preparation for additional responsibilities or diversified jobs.

For some specific suggestions on how to retain volunteers, see handout on "Retaining Volunteers and Showing Appreciation" included in the Appendix.

Teachers and staff are probably aware of the things which most discourage volunteers and therefore do not want to be instructed as to the do's and don'ts of teacher/volunteer interaction. Therefore, during the workshop session, have teachers and staff brainstorm things to be avoided in working with volunteers. The following *negative behaviors* were identified by teachers and staff in previous workshops on community involvement:

show lack of enthusiasm,

give the volunteer nothing to do or no instructions,

place the volunteer in poor working conditions,

assign the volunteer to monotonous tasks,

be unfriendly,

give the volunteer all the problem children,

don't give the volunteer adequate materials with which to work,

stifle the volunteer's creativity, and above all,

allow the students to be disrespectful to the volunteer,

don't lose your temper,

don't leave the volunteer alone in charge of the class,

don't make the volunteer search for materials,

don't leave confidential materials around,

don't be indiscreet concerning children or faculty members,

don't criticize the volunteer in front of children,

don't give the volunteer too large a group to work with.

THE IDEA IS TO CREATE A POSITIVE ATMOSPHERE!

HOW CAN A VOLUNTEER PROGRAM BE SUPPORTED IN THE SCHOOL?

Successful school volunteer programs are those which reflect a total commitment on the part of the entire school staff, parents, volunteers, and the community. Each person involved contributes to the support of a smooth running program by carrying out the tasks and responsibilities associated with their role in the program.

Of all persons involved in a School Volunteer Program, principals can best contribute to a successful program by their active support. The principal shows support of a school volunteer program by:

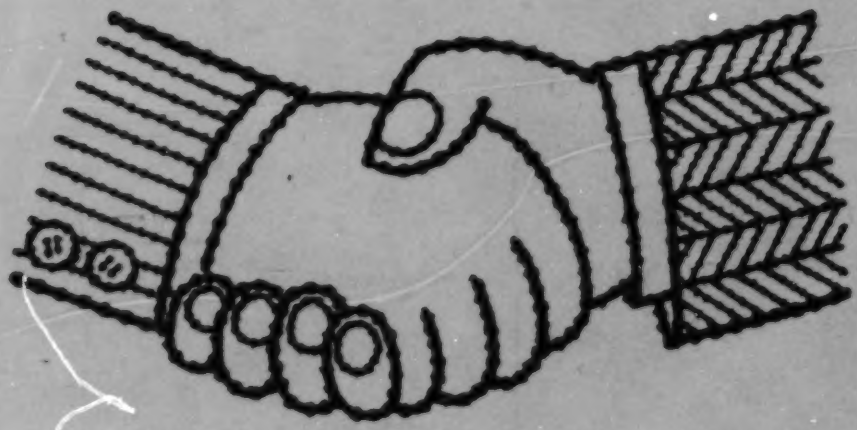
Making facilities and staff available for volunteer activities,

Attending recognition activities for appreciation of volunteer contributions,

Facilitating program implementation,

Participating in community-school functions,

Promoting positive public relations with community through direct contact (meetings, conferences, community functions, media, etc.).



Section II: Sample Workshop Formats with Suggested Strategies/Activities

Implementing a successful School Volunteer Program is a team effort. County/district level administrators, leaders of a school volunteer program, teachers, volunteer coordinators, and the community are involved either directly or indirecly. The following section contains suggested outlines of orientation sessions to be conducted with these persons as a group for a general overview or individually for specific information.

Each sample workshop outline includes all or some of the following suggestions:

List of participants,

Workshop objectives,

Strategies or activities,

Materials/resources,

Follow-up,

Recommendations,

Agenda.

Objectives, strategies, or activities appearing with asterisks focus on key issues or school volunteer program. When planning your orientation sessions, you may want to give initial consideration to those points, and include other concepts as time and situation permit.

Each strategy/activity is related to its underlying concept by referring to discussion in pertinent sections of the packet.

Example:

Activity: Have participants "brainstorm" techniques for recruiting volunteers.

(*Refer to section: "How are volunteers recruited?"*)

Consultants may refer to these sections for a review of the basic concepts of emphasize. Additional information may be obtained through references made to other sources within the discussions.

These outlines are suggestions. Consultants should choose selectively from them for the content of their particular workshop situations.

Workshop for Leaders Involved in Volunteer Programs

Possible Participants: County/district administrators, principal, or reading contact persons, district volunteer coordinator, and the school volunteer coordinator.

Workshop Objectives:

1. *The participant* will be able to describe what community involvement means and the rationale for volunteer programs.

2. *The participant* will be able to discuss the expectations of a volunteer program.

3. *The participant* will be able to list the benefits of a volunteer program.

4. *The participant* will identify the various responsibilities of the different roles assumed by leaders involved in volunteer programs.

5. *The participant* will develop job descriptions for each of the identified leadership roles.

6. *The participant* will identify various resources helpful in planning and implementing a volunteer program.

7. *The participant* will list the steps in planning and implementing a volunteer program.

8. *The participant* will state how to support a volunteer program based on their role in the school or district program.

Strategies/Activities:

Introduction should include definitions and rationales for community involvement and volunteer programs.

(Refer to: "What is community involvement and why are school volunteer programs a current trend in education?"; "Who is the volunteer?"; and "What is a school volunteer program?")

Small Group Activity:

Sub-divide participants into groups according to the following roles using a role reversal technique: principals, reading coordinators, district volunteer coordinators, and the school volunteer coordinators.

Each sub-group will identify the expectations of a volunteer program in relation to their role.

Each sub-group will report their expectations to the entire group.

Other participants and workshop consultant will provide appropriate feedback.

(Refer to section, "What can a school volunteer program do?")

Large Group Activity:

Entire group will resume to discuss the benefits of a volunteer program.

(Refer to section, "What can a school volunteer program do?")

Sub-divide entire group into a "cross-grouping" according to various roles assumed in a volunteer program.

Example: Group 1

1 Principal
1 Reading Coordinator
1 Volunteer Coordinator
1 District Volunteer Coordinator

The task of each sub-group is to discuss the contributions, responsibilities, and limitations of each role. The purpose of this activity is to provide the participants with a comprehensive perspective of the importance of role interaction as a prerequisite to a cooperative and committed group effort.

Assign each sub-group to develop a job description for a particular position. Job descriptions will be developed as the product of discussions regarding the contributions, responsibilities, and limitations of each role.

Example:

Group I will be assigned to develop a job description for a PRINCIPAL:

Group II will be assigned to develop a job description for a VOLUNTEER COORDINATOR:

Group III will be assigned to develop a job description for DISTRICT VOLUNTEER COORDINATOR:

Group IV will be assigned to develop a job description for the READING COORDINATOR: etc.

Each group will share their job description with the other groups.

(Refer to section, "What are the various roles of persons involved in school volunteer programs?")

Re-organize participants into sub-groups according to their school.[14] Have participants identify various resources which will assist them in planning for and developing a volunteer program.

---

[14]District personnel may be distributed among school groups.

(Refer to section, "Where can resource assistance for organizing a school volunteer program be obtained?")

Give participants an overview of the steps taken in organizing a volunteer program. Use a transparency[15] with entire group. Let participants stay in school-grouping throughout the discussion because following activity requires a planning effort by school.

Have each group devise a plan for organizing a volunteer program in their school.

(Refer to section, "How is a volunteer program organized in the school?")

Guide participants to state how they can support a volunteer program in the school/district.

(Refer to section: "How can I support a volunteer program in my school?")

Materials/Resources

Format for job descriptions,

The Leader's Handbook, (available from the Dade County School Volunteer Program, Miami, Florida)

Recommendations

Provide format for job descriptions,

Reproduce and disseminate job descriptions compiled during workshop to participants,

Try to generate the "support" statements by county.

[15]Transparency would show organizational steps listed in section: "How is a volunteer program organized in the school?"

SUGGESTED AGENDA:
(LEADERSHIP WORKSHOP)

ACTIVITY	*GROUP ASSIGNMENT*	*OBJECTIVE NO.*
Introduction	*Entire group*	*1*
Expectations of a volunteer program	*Small groups (roles reversed)*	*2*
reports		*2*
feedback		*2*
Discuss benefits of volunteer program	*Entire group*	*3*
Discussion of contributions, limitations, responsibilities of leadership roles involved in volunteer programs.	*Cross groupings of Principals, Reading Coordinators, District Volunteer Coordinators*	*4*
Develop job descriptions	*District Volunteer Coordinators*	*5*
Reports and feedback	*District Volunteer Coordinators*	*5*
Identify resources	*Small groups (according to school)*	*6*
Steps in organizing a volunteer program		*7*
Statements of "support" for a volunteer program		*8*

Workshop Orientation for Teachers Involving Volunteers in Their Classroom with the Florida Right to Read Effort.

Participants:

Classroom teachers (elementary, secondary, adult basic education).

Workshop objectives:

1. *The participant* will state the rationale for using volunteers in the classroom.
2. *The participant* will describe the teacher's role in organizing a volunteer program.
3. *The participant* will list the teacher's responsibilities regarding management of volunteer services in the classroom.
4. *The participant* will list job-related tasks for a volunteer. Given an overview of the content and skill attainment emphasized in the reading staff development activities for volunteers, *the participant* will assist in devising a list of responsibilities to be assumed by a volunteer in providing instructional support and assistance for the Right to Read Effort in the classroom.
5. *The participant* will list at least three ways to recruit volunteers. Given the list of responsibilities for a volunteer involved in the Right to Read Effort, *the participant* will devise a job description of the role to be assumed by a volunteer as a Language Arts/Reading Tutor.
6. Given the list of responsibilities for a volunteer involved in the Right to Read Effort, *the participant* will devise a job description of the role to be assumed by a volunteer as a Language Arts/Reading Tutor.
7. Given the list of responsibilities for a volunteer involved in the Right to Read Effort, *the participant* will devise a planning sheet reflecting how to integrate the volunteer effectively in the reading program.

Strategies/Activities:

Introduce the concept of an organized school volunteer program by providing the rationale for utilization of community volunteers within the school. Include the following in your description of an organized school volunteer program.

The importance of the community in the classroom.

What a volunteer can do for you, the classroom teacher.

Ways a volunteer can enrich the curriculum.

(Refer to sections, "What is community involvement and why are school volunteer programs a current trend in education?"; "What can a school volunteer program do?"; and "What is a school volunteer program?")

Show film "V"[16] which describes the components of a SVP.

Divide participants into small groups. Have participants generate a list of responsibilities to be assumed by the teacher in organizing for and coordinating volunteer assistance in the classroom.

(Refer to sections, "How can a volunteer program be organized in the school?"; "What are the various roles of persons involved in school volunteer programs?"; "How are volunteers recruited?"; "How are volunteers trained?"; and "How are volunteers retained?")

Reintegrate participants into large group. Briefly describe the content, skills, and orientation presented in the staff development activities for volunteers.

Have participants generate a list of tasks and responsibilities to be assumed by the volunteer in providing instructional assistance in the reading program.

(Refer to section, "What tasks can volunteers perform?"; "What are the responsibilities of a volunteer?"; "How are volunteers trained?"; and "How are volunteers trained to become Reading/Language Arts Tutors?")

Divide participants into three groups. Based on the list of responsibilities to be assumed by volunteers, assign one of the following tasks to each of the three sub-groups:

Group I - suggest strategies for recruiting volunteers. Include supplies for constructing "recruitment flyers".

Group II - develop a job description for volunteers in assuming the role of a Reading/Language Arts Tutor.

Group III - devise a planning sheet including objectives, activities and a management system for volunteers to follow as reading/language arts tutors.

(Refer to sections, "How are volunteers recruited?"; and "How are volunteers trained to become Reading/Language Arts Tutors?")

[16]"V" is available through the Dade County School Volunteer Program.

Have each group share their product with the rest of the group. Follow the group presentations with an interaction/question and answer period. Encourage participants to react to comments, ideas, and reactions raised by other participants as well as directing questions to the workshop leader. If possible, include the testimony of a teacher who has worked successfully with volunteers.

Have participants generate statements specifying what a volunteer can contribute to your reading program.

Recommendations:

Produce and disseminate workshop products (job descriptions, recruitment flyers, and planning sheets) to participants.

In addition to the sections referred to in the activities, point out that the Appendix includes the following handouts for reference:

Volunteer Job Descriptions: "Reading Language Arts Tutors"

"Creative Uses of Volunteers"

"Ideas for Involving Parents and Other Volunteers in the Reading Program"

"Checklist for Generating Parent Interest"

"Retaining Volunteers and Showing Appreciation"

"Recruitment Methods"

"Ways the Teacher Can Encourage The Volunteer to Assume Responsibilities"

SUGGESTED AGENDA

ACTIVITY	PARTICIPANT GROUPING	OBJECTIVES
Introduction Rationale	Entire group	1
Show Film "V"	Entire group	1
Teacher responsibilities in a school volunteer program	Small group	2,3
Overview of volunteer staff development activities	Entire group	5
Volunteer tasks and responsibilities	Entire group	4
Recruitment flyers	Small groups Group I	6
Job descriptions	Group II	7
Planning sheets	Group III	8
Feedback	Entire group	
Question and answer period	Entire group	
"How can a volunteer contribute to your reading program?"	Entire group	

Workshop for Volunteer Coordinators of a School Volunteer Program Within the Right to Read Component

Participants:

Volunteer coordinators of school volunteer programs at the elementary, secondary, and adult levels.

Workshop objectives:

1. *The participant* will describe the rationale for a school volunteer program.
2. *The participant* will describe the volunteer coordinator role in a school volunteer program.
3. *The participant* will list the responsibilities of a volunteer coordinator.
4. *The participant* will describe the following:

   the essential components of a needs assessment, and

   how to conduct a needs assessment to obtain specific information concerning tasks which volunteers will assume.
5. *The participant* will describe at least six techniques to use in recruiting volunteers.
6. *The participant* will describe techniques for interviewing, screening and placement of volunteers.
7. *The participant* will conduct an interview in a role-playing situation using effective human interaction skills to obtain pertinent information about the volunteer, i.e., experience, purpose for volunteering, and potential competency.
8. *The participant* will describe at least three techniques for retaining volunteers.
9. *The participant* will simulate an appropriate course of action for anticipated problem situations.
10. *The participant* will submit a plan for a volunteer orientation meeting.
11. *The participant* will list the benefits of a school volunteer program.

Strategies/Activities:

An introduction will include:

The rationale for volunteer programs.

(Refer to sections: "What is community involvement and why are school volunteer programs a current trend in education?"; "Who is the volunteer?"; "What is a school volunteer program?"; "What can a school volunteer program do?")

Show film "V".[17]

Briefly describe the nature and procedure for conducting a needs assessment. (Include sample needs assessment form in packet).

(Refer to sections: "How is a volunteer program organized in the school?"; "Where can resource assistance be obtained for organizing a school volunteer program?")

Discuss various tasks and responsibilities which the volunteer can perform.

(Refer to sections: "What tasks can a volunteer perform?"; "What are the responsibilities of a volunteer?")

Discuss responsibilities of the volunteer coordinator.

(Refer to section: "What are the various roles of persons involved in school volunteer program?")

Sub-divide the group into three sub-groups. Assign one of the following topics for discussion to each sub-group:

techniques for recruitment,

retaining volunteers,

an orientation plan.

Explain the problem-solving technique of "brainstorming" to the groups. Have each group generate a set of alternative methods for accomplishing the task assigned to their sub-group. Have each group report on their findings.

(Refer to sections: "How are volunteers recruited?"; "How are volunteers trained?"; and "How are volunters retained?")

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[17]"V" is available from the Dade County School Volunteer Program.

Sub-divide group for simulated interviews. Have participants role-play an interview between a prospective volunteer and a volunteer coordinator. Have participants exchange roles.[18]

Ask participants to generate a list of "Do's" and "Don'ts" of interviewing based on their role-playing situations. Provide feedback time for inter-group interaction.

Reintegrate participants into large group. Using a question and answer technique, have participants anticipate probable problem situations which they may encounter.

(Refer to any of the sections within the packet for potential problem areas.)

Utilizing a "brainstorming" technique, have the participants describe several viable strategies for solving the above listed problem situations.

Emphasize the benefits to be derived from a school volunteer program to transfer the focus from a negative to a positive one.

(Refer to section: "What can a school volunteer program do?")

Have group participants (individually and as a group) generate "commitment" statements for a successful program in their respective schools and community.

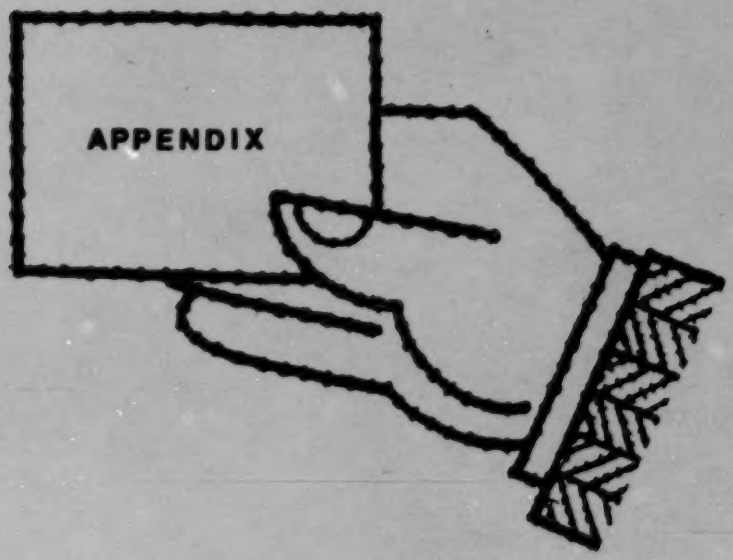
Recommendations:

Include a sample needs assessment form.

Refer participants to Volunteers in Education, Chapters 4, 5, 6, 7, and 11.

SUGGESTED AGENDA:
(VOLUNTEER COORDINATOR'S WORKSHOP)

ACTIVITIES	GROUP ASSIGNMENT	OBJECTIVES
Introduction:	Entire group	1,2
Rationale		
Overview		
Film "v'	Entire group	2
What is a Needs Assessment?		
How to conduct one.	Entire group	4
Responsibilities of		
a volunteer	Entire group	4
Responsibilities of the		
volunteer coordinator	Entire group	3
Recruitment	Group I	5
Retention	Group II	8
Orientation	Group III	10
Simulated interviews	Small groups	6,7
"Do's" and "Don'ts"		
feedback	Small groups	6,7
Problem situations	Entire group	9
Benefits of a SVP	Entire group	11
"Commitment" statements	Individuals/group	


APPENDIX

APPENDIX LISTING

"Materials Available Through PAEC: Catalog Excerpt" 38

"Creative Uses of Volunteers". 48

"Ways the Teacher Can Encourage the Volunteer to Assume Responsibilities" 50

"Recruitment Methods" 51

"Ideas for Involving Parents and Other Volunteers in the Reading Program". 53

"Checklist for Generating Parent Interest" 54

"Utilization of Ancillary Personnel: Checklist of Resource People". 55

"JOB DESCRIPTION: Language Arts/Reading Tutor". 56

"JOB DESCRIPTION: Clerical Assistant" 57

"Sample Needs Assessment Forms". 58

"Retaining Volunteers and Showing Appreciation". 61

"Interviewing Ideas" 62

Additional References/Resources 64

The following materials on volunteer services are available through:[19]

Panhandle Area Educational Cooperative
Post Office Box 190
Chipley, Florida 32428

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[19]Reprinted from the Florida Competency Based Catalog, a PAEC publication, with permission granted from Jane Owens, Panhandle Area Educational Cooperative, Chipley, Florida.

CLUSTER IX: SCHOOL VOLUNTEER PROGRAM

		Media Prices A-V	Consumables	Module
MODULE IX-01	ADMINISTERING A SCHOOL VOLUNTEER PROGRAM*		$ .25	$ .70
	Film: 16mm, Sound/Color "V"**	$48.00		
	Audio Cassette Tape: "Administering A School Volunteer Program"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***			
	Filmstrip: "Module Mania"	1.75		
	Audio Tape: "Module Mania"	1.75		
	Filmstrip: "Modules in Action"	1.75		
	Audio Tape: "Modules in Action"	1.75		
	VTR Tape: "Module Maze Made Clear"**	Loan		
	Guides: "Module Mania" - "Modules in Action"	.25 ea.		
MODULE IX-02	BECOMING A SCHOOL VOLUNTEER	Not Available at this Time		
	Film: 16mm, Sound/Color "V"**	48.00		
	Audio Cassette Tape: "Becoming a School Volunteer"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-03	BUILDING ONE TO ONE RELATIONSHIPS*		.55	1.25
	Audio Cassette Tape: "Building One to One Relationships"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-04	USING THE SERVICES OF A SCHOOL VOLUNTEER*		.10	.45
	Film: 16mm Sound/Color "V"**	48.00		
	Audio Cassette Tape: "Using the Services of a School Volunteer"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		

Continued on Following Page

*See Commercial Materials (Optional & Required)

**The film "V" and VTR Tape: "Module Maze Made Clear" are used with the Modules IX-01, 02,04,08 and 21. A video tape of each may be obtained at no cost by sending blank tape specifying format needed to: ETV-Radio Station, FDOE, Tallahasse, FL 32304. The video tapes used in IX-11 & 12 may also be obtained from above source. Duplication service on video tapes available to Florida institutions only. Loaner video tapes available to out-of-state agencies.

***The media comprising "The Wonderful World of Volunteer Training" (plus each accompanying audio cassette tape where noted), is considered an optional for the following modules in Cluster IX: 01,02,03,04,05,06,07,08,09,18,19,20 and 21.

CLUSTER IX: SCHOOL VOLUNTEER TRAINING (CONTINUED)

		Media Prices		
		A-V	Consumables	Module
MODULE IX-05	ASSISTING IN THE LIBRARY		$ .60	$1.65
	Audio Cassette Tape: "Assisting in the Library"	$1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-06	ASSISTING IN THE CLASSROOM*			.35
	Audio Cassette Tape: "Assisting in the Classroom"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-07	HELPING STUDENTS DEVELOP APPROPRIATE BEHAVIOR*		.20	.75
	Audio Cassette Tape: "Helping Students Develop Appropriate Behavior"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-08	ORIENTATION FOR DEVELOPING A VOLUNTEER PROGRAM		.15	1.50
	Film: 16mm, Sound/Color "V"**	48.00		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-09	PLANNING INSTRUCTION FOR TEACHER AIDES		.25	.90
	Audio Tape: "Planning Instruction for Teacher Aides"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-10	USING POSITIVE APPROACH TEACHING IN THE CLASSROOM		.40	.90
	Audio Tape: "Using Positive Approach Teaching in the Classroom"	1.75		

Continued on Following Page

*Commercial Materials (Listed at end of Cluster IX)
** and *** See Footnote on p. 1 of Cluster IX

CLUSTER IX: SCHOOL VOLUNTEER TRAINING (CONTINUED)

		Media Prices		
		A-V	Consumables	Module
MODULE IX-11	USING THE PEABODY LANGUAGE DEVELOPMENT KIT		$ .15	$ .80
	Audio Tape: "Using the Peabody Language Development Kit"	$1.75		
	Filmstrip: "Using the Peabody Language Development Kit"	1.75		
	VTR Tape: (½" Sony CV2200 format): "Theoretical Framework of PLDK"**	7 day loan out-of-state		
	VTR Tape: "Presentation of a PLDK Lesson"**	7 day loan out-of-state		
MODULE IX-12	USING THE PEABODY REBUS READING PROGRAM*		.20	.85
	Audio Tape: "Using the Peabody Rebus Reading Program"	1.75		
	Filmstrip: "Using the Peabody Rebus Reading Program"	1.75		
	VTR Tape: (½" Sony CV2200 format): "Practice Drill and Reading"**	7 day loan out-of-state		
MODULE IX-13	STUDENT TUTORING PROGRAM, MINIPAK I: EVALUATION		.35	1.35
MODULE IX-14	STUDENT TUTORING PROGRAM, MINIPAK II: PRESCRIPTION WRITING*		1.15	2.50
	Filmstrip: "The Impot Chain"	1.50		
	Book: The Florida Catalog of Reading Objectives		(In State)	6.35
			(Out of State)	7.65
MODULE IX-15	STUDENT TUTORING PROGRAM, MINIPAK III: PLANNING AND IMPLEMENTING A STUDENT TUTORING PROGRAM		.55	1.05
	Audio Tape: "Administering a Student Tutoring Program"	2.75		
	Filmstrip: "Administering a Student Tutoring Program"	3.25		

Continued on Following Page

*See Commercial Materials (Listed at end of Cluster IX)
** and *** See Footnote on p. 1 of Cluster IX.

CLUSTER IX: SCHOOL VOLUNTEER TRAINING (CONTINUED)

		Media Prices		
		A-V	Consumables	Module
MODULE IX-16	STUDENT TUTORING PROGRAM, MINIPAK IV: TUTOR TRAINING AND POST ASSESSMENT		$ .15	$ .70
	Book: Tutorial Manager's Guide for Training Tutors			.80
MODULE IX-17	HANDBOOK FOR TUTORIAL PROGRAMS			1.05
MODULE IX-18	VOLUNTEERING IN SPECIAL EDUCATION*		.10	.70
	Audio Cassette Tape: "Volunteering in Special Education"	$1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-19	TUTORING IN READING AND MATHEMATICS		.25	.95
	Audio Cassette Tape: "Tutoring in Reading and Mathematics"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-20	PHYSICAL EDUCATION AND THE VOLUNTEER		.10	.65
	Audio Cassette Tape: "Physical Education and the Volunteer"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-21	BECOMING A LEADER IN A SCHOOL VOLUNTEER PROGRAM		.25	.85
	Audio Cassette Tape: "Becoming a Leader in a School Volunteer Program"	1.75		
	Packet: "The Wonderful World of Volunteer Training"***	7.50		
MODULE IX-22	PLANNING A VOLUNTEERS IN EDUCATION PROGRAM		.45	3.25
	TOTAL	$246.50	$6.20	$31.60

*Commercial Materials (See following pages)
** and *** See Footnote on p. 1 of Cluster IX

CLUSTER IX: SCHOOL VOLUNTEER TRAINING

Commercial Materials (Optional & Required)

	MEDIA	TITLE/AUTHOR	ADDRESS	COST Approximate
IX-01	(a) Book	"Handbook For Volunteers"	Panhandle Area Educational Cooperative P. O. Drawer 190 Chipley, FL 32428	$ 1.20
	(b) Tape (Cassette)	"Miami's Children Need You"	(Same as above)	$ 1.75
IX-02	(a) Book	"Handbook For Volunteers"	(Same as above)	$ 1.20
IX-03	(a) Filmstrip	"And Now What?"	NASSP 1904 Association Drive Reston, VA 22091	$15.00
IX-04	(a) Book	"Handbook For Volunteers"	Panhandle Area Educational Cooperative P. O. Drawer 190 Chipley, FL 32428	$ 1.20
IX-06	(a) Book	"Handbook For Volunteers"	(Same as above)	$ 1.20
IX-07	(a) Filmstrip (No. 15)	"Discipline"	VIMCET Associates P. O. Box 24714 Los Angeles, CA 90024	$15.00
IX-12	(a) Workbooks	"Introducing Reading" Book 1	American Guidance Service, Inc. Publisher's Building Circle Pines, MN 55014	$ 1.05
		"Introducing Reading" Book 2	(Same as above)	$ 1.05
		"Introducing Reading" Book 3	(Same as above)	$ 1.20
	(b) Books	Rebus Reader 1	(Same as above)	$ 1.10
		Rebus Reader 2	(Same as above)	$ 1.07
	(c) Guide	"Readiness & Transitional Levels"	(Same as above)	$ 3.00
IX-14	(a) Film	"Teaching Reading With Games"	BFA Educational Media 2211 Michigan Avenue Santa Monica, CA 90404	$13.00
IX-18	(a) Film	"Education For All"	Dade County AV Center 1410 N.E. 2nd Avenue Miami, FL 33132	$150.00

*Required Materials

CLUSTER IX: SCHOOL VOLUNTEER TRAINING

Annotations

Title & Purpose	Description & Comments	Materials & Equipment
IX-01 Administering a School Volunteer Program		
School volunteers, with proper planning and training, can be a valuable asset to the educational program. Such programs must be designed and implemented according to the individual school's needs. This module provides training for the administrator in planning and implementing an effective volunteer program.	Provides an opportunity to explore the potential advantages and also problem areas which confront schools using the services of volunteers. Helps participant to assess and justify the highest priority needs in his school and then develop plans for using school's resources in a volunteer program.	Requires use of the acetate-tape presentation "Miami Children Need You," and Handbook for Volunteers, available from School Volunteer Program Office, Dade County Public Schools. Projector
IX-02 Becoming a School Volunteer		
This module is designed to help the volunteer answer the questions, Why am I here? Who am I? What will I do? Where can I get help?	Four mini-modules each addresses itself to one question. "Why am I here?" helps the volunteer explore and clarify his own motive for joining the School Volunteer Program. "Who am I?" is designed to help both the volunteer and the school use the volunteer's time most effectively. "What will I do?" helps prepare the volunteer for the first on-the-job experiences. "Where can I get help?" directs the volunteer to the vast stockpile of resources and gives some guidance in using each resource effectively.	Requires use of Handbook for Volunteers. Community resource centers will be needed.
IX-03 Building a One-to-One Relationship		
Focuses on the verbal dimension of building one-to-one relationships. The purpose is to aid the participant to experience and to lead others to experience interpersonal relationships which are positive and mutually rewarding.	Using a set of guidelines for building positive one-to-one relationships, the participant explores some of the problems, needs, and questions which confront interpersonal relationships, learns how to build a helping relationship, then makes and critiques a tape-recording of a discussion with another person.	Requires use of filmstrip-tape "And now what?", available from Dade County Staff Development or NASSP Tape recorder and blank tapes
IX-04 Using the Services of a School Volunteer		
Classroom teachers as well as administrators must understand the role and potential of the volunteer and be thoroughly versed in classroom and school procedures that the volunteer will be expected to follow. They must also be able to plan with, monitor, and critique volunteers with whom they will work.	Consists of two mini-modules: 1) Preparing for the School Volunteer and 2) Making the Most of a School Volunteer. The first mini-module is designed to lay a firm foundation for the successful use of the services of a school volunteer. Mini-module 2 then helps the participant use and improve the quality of the volunteer's experience.	Requires use of the Handbook for Volunteers.
IX-05 Assisting in the Library		
Designed to train the volunteer by developing competency in skills which are useful in assisting in the library.	Three mini-modules contain activities to develop the following skills: using the card catalog and Dewey Decimal system; identifying and using AV equipment and materials; making bulletin boards; and effective story-telling techniques.	Requires use of tape-recorder, 3-part tape, Assisting in the Library-Media Center, reel tape recorder, record player, opaque and overhead projectors, filmstrip projector and various film projectors.

CLUSTER IX: SCHOOL VOLUNTEER TRAINING (CONTINUED)

Annotations

Title & Purpose	Description & Comments	Materials & Equipment
IX-06 Assisting in the Classroom		
This module helps the volunteer explore and clarify duties as a classroom volunteer. Main emphasis is on analyzing how to achieve success in each area of service identified in Handbook for Volunteers, Dade County Public Schools.	After the volunteer can identify the 12 duties of the classroom assistant as outlined in the Handbook, he learns to classify them and then identify at least one resource suitable for use to give additional skill.	Requires use of appropriate grade level curriculum guides, Handbook for Volunteers, Teacher's Handbook, Idea and how-to-do-it books from Professional Library.
IX-07 Helping Students Develop Appropriate Behavior		
Focuses on what the teacher can do to make it possible for his children to learn better. Results in the participant being able to develop a planned program designed to influence children toward appropriate behavior.	Works through learning principles of positive reinforcement, making list of procedures to help children develop appropriate behavior, expanding list to a group list and then introducing the concepts to other adults.	Requires use of Vimcet filmstrip-tape #15, Discipline. Vimcet Asso. POB 24714, Los Angeles, CA 90024
IX-08 Orientation for Developing a Volunteer Program		
Purpose is to provide a set of guidelines for school systems who wish to develop a volunteer program. To be used only by school systems who do not currently have a volunteer program.	Trainees learn to design a plan for selection and recruitment, and to develop an interview form. They also learn to select or design a model and evaluation procedures most appropriate to local needs.	Requires use of county map, acetate, felt-tip pens, 1970 county census data.
IX-09 Planning Instruction for Teacher Aides		
Designed to help teachers develop a plan for training their aides. The tasks chosen must be within the legal restrictions of the State and plan must meet specified criteria.	After studying the legal restrictions on aides, the participant can identify those tasks within these restrictions, and can select or design a plan to train one or more aides to perform the task. Further, the teachers will be able to list appropriate and inappropriate behaviors of children and indicate how the aide should handle each behavior.	Requires the use of the audio-tape, "Planning Instruction for Teacher Aides" (available from P.A.E.C.) and reel-to-reel tape recorder.
IX-10 Using Positive Approach Teaching in the Classroom		
Intended for use by teachers who have not had formal training in theoretical framework of positive approaches to teaching. Will develop minimal skills for applying behavior modification principles.	Participant will learn basic principles of positive rules for classroom behavior, and will be able to establish and maintain desirable behavior and to eliminate undesirable behavior in the classroom.	Requires use of the following: Books: Diebert and Harmon, New Tools for Changing Behavior. Becker, Parents are Teachers. Madsen & Madsen, Teaching Discipline: Behavioral Principles Toward a Positive Approach. Audio-tapes: "Learning and Unlearning Behavior"; "Townsend becomes a Normal Boy"; "How to use Reinforcers." (Scripts for tapes included in Module.)
IX-11 Using the Peabody Language Development Kit		
Designed to train adults to use a particular set of structured curriculum materials. May be used in conjunction with IX-09 as a model of a training module. Will assist any adult in acquiring the necessary skills needed to use the Peabody Language Development Kits.	The teacher will be able to conduct Peabody Language Development Kit lessons, to make provisions for transfer to oral language skills from formal lessons to informal classroom situations, and to develop a plan for recording pupil acheivement.	Requires use of: Video-tapes: "Theoretical Framework of PLDK"; "Presentation of a PLDK Lesson"; Tape-filmstrip, "Introducing the PLDK" (all available from P.A.E.C.) Peabody Language Development Kits (P,1,2, or 3) Reel-to-reel tape player, slide projector, and video-tape player.

CLUSTER IX: SCHOOL VOLUNTEER TRAINING (CONTINUED)

Annotations

Title & Purpose	Description & Comments	Materials & Equipment
IX-12 Using the Peabody Rebus Reading Program		
May be used in conjunction with IX-09 as a model of a training module. Is designed to assist any adult in acquiring the necessary skills needed to use the Peabody Rebus Reading Program.	The teacher will be able to conduct lessons from the Peabody Rebus Reading Program, to communicate to other teachers and parents these skills, and to develop a plan for recording pupil achievement.	Requires use of: Tape-filmstrip, "Introducing the Peabody Rebus Reading Program" Video-tape: "Practice Drill and Reading" (Available from PAEC) Peabody Rebus Reading Program Kit; Reading Workbooks, Introducing Reading, Books 1,2,3. Rebus Readers 1 & 2. reel-to-reel tape player, slide projector, and video-tape player.

IX-13 through IX-16 are mini-paks which combined make a Teacher Education Module entitled ADMINISTERING A STUDENT TUTORING PROGRAM. The entire module provides a vehicle for training the leadership personnel who will implement a student tutoring program in schools. IX-13 through IX-16 concentrate on the skills needed for carrying on an effective student tutoring program. There is a Handbook for Student Tutoring Programs which gives guidelines for the establishment of such a program.

IX-13 Introduction & Evaluation		
Educational diagnosis is a most important aspect of the tutoring process. It is from this diagnosis of learning difficulties and deficiencies that the tutoring process is able to move into the state of prescribing and treating.	Trains the participant to design and conduct a program of diagnostic and evaluative assessment. Provides training in selection of appropriate instruments, and in the administration of such instruments.	Requires use of: Examiner's Manual, Test Booklets, and Answer Sheets (available from County Office).
IX-14 Prescription Writing for a Student Tutoring Program		
Trains participant to formulate individual prescriptions according to the student's diagnosed needs.	Develops ability to list skills needed for an instructional activity, to find specific objectives related to those activities, to evaluate commercial resources to determine their suitability for use in a tutoring program, and to prepare a Table of Specifications of instructions for at least one tutor.	Requires use of: filmstrip projector, reel-to-reel recorder, record player, The Florida Catalog of Reading Objectives, Brochures and Catalogs of available up-to-date commercial teaching materials, Teaching materials, games and equipment "The IMPOT Chain," available from PAEC (II-02) "Teaching Reading with Games," Bailey Film Assn. 11559 Santa Monica Blvd., Los Angeles, CA 90025
IX-15 Planning & Implementing a Student Tutoring Program		
Develops competencies needed to design, develop, and assess effective student tutoring programs.	Provides training in identifying specific ways student tutors can work to improve student achievement in specific curricular areas. Further, develops skills in planning a program for the local school needs, and developing a schedule for the use of local resources in a tutoring program.	Requires use of Handbook for Tutorial Programs (IX-17), Audio-filmstrip, "Administering a Student Tutoring Program" (available from PAEC), filmstrip projector, and cassette or reel-to-reel recorder

CLUSTER IX: SCHOOL VOLUNTEER TRAINING (CONTINUED)

Annotations

Title & Purpose	Description & Comments	Materials & Equipment
IX-16 Tutor Training and Module Post Assessment		
Continuous work of IX-15, trains participant to plan and implement a tutor-training program appropriate to the needs of his/her school.	Learns skills and behaviors needed by student tutors in general, and identifies those needed in local situation. Using this list, constructs a tutorial training program which will include an activity or procedure for teaching each skill, and evaluative devices to determine effectiveness of training.	Requires use of: Tutorial Manager's Guide for Training Tutors (available from Research & Development of Department of Education or P.A.E.C.)
IX-17 Handbook for Tutorial Programs		
This Handbook provides the reader the information necessary to envision the opportunities, scope and problems related to a program involving students in the instructional process through tutoring.	It serves as a resource for individuals who seek to prepare themselves for specific roles in a tutorial program through teacher education modules designed for training for the selected role.	
IX-18 Volunteering in Special Education		
The contribution that the volunteer can make to the classroom teacher and exceptional children is immeasurable since each class may represent as many problems as there are handicapped children. The dedication and morale of the volunteer is most important and is dealt with effectively in this module.	An excellent overview of the varieties of exceptional child classes and the types of exceptional children to be found in each. Through this module the volunteer will become acquainted with a variety of activities, situations and services the volunteer may encounter. Excellent bibliographies in the areas of exceptional child education.	Required media: Film: Education For All (1-30115) available from Dade County, Lindsey Hopkins Audio-Visual Center, 1410 N.E. 2nd Ave., Miami, FL 33132 Cost: $150.00 16mm projector
IX-19 Tutoring in Reading and Mathematics		
In order to be most effective, a tutor must have basic knowledge and human understandings that will enable him to develop the math and reading skills of the student. The module is an individualized resource to help the tutor feel secure in providing the student with reinforcements or alternate strategies for learning skills in reading and math.	Consists of three mini-modules: 1) The Role of the Tutor; 2) Tutoring Tips, and 3) Reading or Math Tutor? The first mini-module exemplifies the value of tutoring from personal satisfaction gained from being able to help students with deficiencies. Mini-Module II provides guidelines for the tutor in order to assist students who are having social and emotional as well as Academic problems. The "Tips" will also help the tutor evaluate his own performance. Mini-Module III will acquaint the tutor with skills in reading and math on various grade levels. After completing the module, the tutor will have a compilation of appropriate tutoring activities and a frame of reference from which to develop more activities.	Requires use of: Tape recorder Blank tapes for recording tutoring sessions Games: Scrabble, Ring Toss and Bingo Handbook for Volunteers as a reference.
IX-20 Physical Education and the Volunteer		
Making Physical Education an enjoyable educational experience for students is the responsibility of many people. The School Volunteer can play a vital role in this process and find self-improvement and satisfaction in so doing. This module is designed to acquaint the volunteer with the duties and responsibilities of this area.	Through information in the module the volunteer will become thoroughly familiar with the Physical Education program prior to working with students, and how he can perform various duties. Procedures are organized into exploring, applying, experiencing and evaluating what he is doing relevant to the duties as a volunteer.	This module has been designed and written in such a way as to be complete within itself. Materials and equipment noted will be found in an average school or district media center. Films: (1) "First Aid on the Spot" (2) "Safety on the Playground"

CLUSTER IX: SCHOOL VOLUNTEER TRAINING (CONTINUED)

Annotations

Title & Purpose	Description & Comments	Materials & Equipment
IX-21 Becoming a Leader in a School Volunteer Program To assist the potential leader in becoming adept in the skills areas of training.	Module divided into five sections of expected outcomes. Each section is performance based. Recommended for a workshop setting. Target areas are: Characteristics of local SVP's Duties and responsibilities Resources Human relations School-level plans	Materials: Film: "V" (See Cluster IX-01) TV Series: "Volunteers in Sight" Slide-Tape: "Miami's Youth Needs You" Sample handbooks, guide and booklets Index cards, tape and/or staples for building a condominium Equipment: 16mm projector, TV, Slide projector
IX-22 Planning a Volunteers in Education Program At the national level and the state level, attention is being focused on the use of volunteers in the schools for the purpose of (1) assisting the professional staff, (2) increasing the amount of individual instruction received by the students, and (3) improving school-community relationships. This module leads interested individuals through the necessary steps to plan a Volunteers in Education Program that will be directly related to the needs and interests of the local situation.	In completing the objectives of this module, the participant will have a plan for organizing and implementing a local Volunteers in Education program that includes (1) identified priority needs, (2) program objectives, (3) resources for accomplishing program objectives, (4) organizational chart, (5) job descriptions, (6) recruitment procedures, (7) evaluation design, (8) plans for interviewing, selecting, and assigning volunteers, (9) plans for motivating, recognizing, supervising, and monitoring volunteers, (10) an agenda for orientation session, (11) the training needed at the local level, and (12) a time table for planning and implementing the program.	This module has been designed and written in such a way as to be complete within itself. However, for a comprehensive look at possible training needs and available training materials, the participant will need a copy of the revised, Florida Competency Based Materials Catalog, from PAEC, P.O. Drawer 190, Chipley, FL 32428. Alternative activities are suggested for each objective and these will require the listed related materials and equipment.

CREATIVE USES OF VOLUNTEERS[20]

Help children with programmed materials
Grade papers
Make bulletin boards
Tell stories to children
Listen to children read
Conduct flash card drill
Provide individual help with students
Assist in learning centers
Help set up learning centers
Type
Run off dittos
Help in the clinic[21] or library
Check out A/V equipment
Practice vocabulary with non-English speaking students
Make instructional games
Play instructional games with students
Play recreational games with children at recess
Assist with visual screening
Help with Book Fair
Prepare visual teaching materials for teacher
Help "underachievers" and "overachievers"
Reinforce Dolch words
Help children select book
Help select books for class library
Supervise on field trips; parties[21]
Supervise in lunchroom[22]
Supervise at learning center
Supervise at listening station
Make props for plays
Help set up or run bookstore
Help set up or run book exchange on a school wide basis or in one classroom
Gather resource material for teacher
Help children with typing
Help children with sewing, knitting
Help children with cooking projects
Check out books from Public Library for teacher
Set up experiments
Take the roll for attendance
Collect lunch money
Take children for bathroom break
Work on perception activities
Make a list of resources available in library for a project

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[20] Reprinted with permission from Eleanor Fisher, District Volunteer Coordinator, Orange County Volunteer Program, Orlando, Florida.

[21] "ADDitions" (volunteers in the Orange County School Volunteer Program) do not assist in school clinics or lunchrooms.

[22] "ADDitions" help with parties and field trips ONLY if personal arrangements have been made with teacher. These activities are usually the prerogative of homeroom mothers, or PTA. "ADDitions primarily assist in academic or related intra-school areas.

Creative Uses continued

Work with a child at home who is unable to come to school
Help a child who is blind, has a hearing problem, etc.
Prepare teaching materials for teacher
Record test scores
Supervise group while another group is testing
Talk about careers, hobbies, interests, travels
Show filmstrip to group
Assist young children with walking or jumping rope, balance beam
Help students write on large paper or on the board
Work on names of alphabet
Work on recognition of numerals
Work on color words
Help students practice alphabet
Talk to children - be a friend
Provide language experience
Write experience stories for children
Take "dictation" for young
Help with listening activities
Help with motor problems
Help with coordination activities
Expose a child to another language
Assist children with musical instruments
Play a musical instrument for children
Help with science and social studies projects
Assist in building social skills
Make puppets
Dramatize a story
Help with handwriting
Help children do imaginary "grocery shopping" to practice math skills
Provide transportation
List books available in library for extra reading to supplement Basal Readers
Drill spelling words
Assist with assembly programs
Assist in the main office
Make reading carrels from cardboard boxes

WAYS THE TEACHER CAN ENCOURAGE THE VOLUNTEER TO ASSUME RESPONSIBILITIES

Make job interesting and appealing

Praise

Feel needed

Tell a friend

Get PTA involved

Special interest

Give variety

Be available

Observation

Have lunch together

Parent visitation

Faculty representation as liaison person

Student help volunteer learn where things are

Be prompt

Be dependable

Respect confidence

Be cooperative

Ask questions

Refer to assigned tasks

Be friendly

RECRUITMENT METHODS [23]

INDIVIDUAL RECRUITING:

Peer recruitment, parents recruit parents, teachers recruit teachers, students recruit students, senior citizens recruit senior citizens.

Visits to homes, stores, offices, newcomers and take duplicated or printed informational brochure or applications.

Establish contact with key community leaders.

Face-to-face approach at PTA meetings, school fairs, student councils, school assemblies, service clubs, and church groups.

Start a speakers bureau of volunteers who are knowledgeable enough to serve as a recruitment committee.

MASS OR PUBLIC RECRUITING:

Letters to: homes, organizations, civic groups.

Newspapers: send news release to local papers, shoppers guides, house-organs, business/trade papers.

Sponsor a meeting where prominent personalities will talk about their ideas about volunteering.

Select mailing lists.

Posters and paraphernalia in supermarkets, churches, libraries, laundermats, gas stations, restaurants, beauty shops, civic halls, banks, drug stores, carry-outs.

Telephone campaigns and chains.

Brochure and flyers: can be distributed in mailboxes, community or civic meetings, conventions.

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[23] Extracted from The Leader's Handbook, permission granted by Dr. Audrey H. Jackson, Coordinator of Volunteer Services, Miami School Volunteer Development Program.

DELEGATED RECRUITING:

Contact local chapters of civic, religious and social organizations and ask them to announce the need for volunteers, distribute informa- and even perhaps appoint a recruitment chairman.

Use the faculty and administration of your school. Explore their social and civic contacts.

Form a recruitment committee in your school to develop resources and techniques.

IDEAS FOR INVOLVING PARENTS AND OTHER VOLUNTEERS IN THE READING PROGRAM[24]

WHO'S AVAILABLE?

Non-working parents, parents with jobs of interest to children,
Grandparents, aunts, uncles,
Senior citizens,
Older brothers and sisters, older children in general,
High school students, junior college students, university students
Community agency personnel, newspaper workers
In-school personnel--principal, secretaries, custodian, cafeteria workers

HOW CAN WE BRING THEM IN?

By invitation: oral and written
By advertisement: weekly newsletter home to parents
PTO/PTA, Citizen's Advisory Council, other parent groups
Senior citizen groups, special interest groups
Newspaper advertising by children in the class
By observation: use children to see whom they would suggest
By offering to visit the homes of children

WHAT CAN ADULTS THAT COME INTO THE CLASSROOM DO?

Take dictation from children
Read to children
Listen to children read
Provide special interest activities and relate them to reading
Supervise the class while the teacher works with the individuals
Perform (puppetry, drama, singing, etc.)
Supervise and/or set up learning centers
Provide resources for projects
Help children bind books of their writings
Help children display their writings

HOW CAN SCHOOLS REACH INTO THE HOME WITH THE READING PROGRAM?

Send home the child's writings for the child to practice reading
Send home books for the child to practice reading
Send home a few key words that the child can read/or basic words/or word families
Send home books for parents to read (what would be some good ones in the area of reading?)
Send home a weekly newsletter for parents and children to share
Visit the home and then respond to what you see
Let children take reading games or flashcards to play with

[24] Reprinted from The Leader's Handbook, permission granted by Dr. Audrey H. Jackson, Coordinator of Volunteer Services, Miami School Volunteer Development Program, Miami, Florida

CHECKLIST FOR GENERATING PARENT INTEREST

DO YOU:

Get to know the families as people, not just as parents and students?

Get to know groups of parents who spend time together at the laundromat, on the park bench, at church, social clubs, bars, etc.?

Communicate by your behavior that parents are important people?

Encourage families to convene meetings of other families in their homes for their purpose, not yours?

Hold meetings at the request of parents?

Set aside a section of each meeting for open discussion?

Attempt to identify the talents of parents, and help them to put these talents to work?

Help the school to take on the character of the community it serves?

Help parents take responsibility for involving other parents; keeping other parents informed; and seeing that their ideas receive attention?

Help develop a telephone network, a courier network, or an information dissemination process based on residence, friendship patterns, and organizational affiliations, so that a plan for reaching parents during a crisis is organized?

Identify indigenous leaders and obtain their assistance?

Reproduced from Administrator Leadership Clinics: NAESP-NASSP. Produced under Grant Number OEG-0-73-6122, funded under the Right to Read Effort, United States Office of Education.

UTILIZATION OF ANCILLARY PERSONNEL[25]

Checklist of Resource People

Parents
College students
Older elementary children
Younger children
Teenagers, including high school students in teaching careers
Retired teachers
Other senior citizens

Community business people such as:
Authors of children's books
Librarians
Bookstore owners
Bus drivers
Pilots
Truck drivers
Weathermen
Artists
Salesmen
Greeting card makers
Postmen
Linoleum layers
Bakers
Nurses
Doctors
Dentists
Veterinarians
Foreign students
Clergymen
Town historians
Museum curators
Policemen
Greenhouse personnel
Firemen
Factory workers
Musicians
Restaurant owners
Bank tellers
Travel agency personnel
Newspaper publishers
Telephone operators
Potters

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[25] Reprinted from The Leader's Handbook, permission granted by Dr. Audrey H. Jackson, Coordinator of Volunteer Services, Miami School Volunteer Development Program, Miami, Florida.

JOB DESCRIPTION

TYPE OF WORK: LANGUAGE ARTS/READING TUTOR[26]

BACKGROUND: Even though students have varying language needs, all need to extend the language skills of listening, speaking, reading and writing. A volunteer working with the language arts program can assist the teacher in providing experiences to meet the needs of pupils.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the classroom teacher or special reading teacher. Generally, the assignment will include the following tasks:

Obtaining books and materials on requested topics.

Reading stories to individuals or small groups and guiding students to do free reading.

Constructing reading booklets and experience charts.

Giving individual help to pupils.

Operating audio-visual equipment (listening stations, language master, film and film strip projector, etc.)

Becoming skillful in the use of effective questioning.

Assisting the classroom teacher in providing a variety of experiences in speaking and listening activities.

Assisting in arranging the classroom setting and duplicating materials for planned activities.

Filing written work in student's work folder.

TRAINING PROVIDED: Pre-service and in-service training will be provided.

VOLUNTEER QUALIFICATIONS: Warm sincere interest in people particularly children and youth; some knowledge and ability in the area of language arts; patience and dependability; willingness to follow directions.

CONTRIBUTION: Develop in each student a love for reading and awareness of language; help the student to see himself as a person who can successfully relate to others; foster the concepts of literary skills; assume a supportive role thereby freeing the classroom teacher to utilize her professional training in individualizing instruction.

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[26] Extracted from The Leader's Handbook

JOB DESCRIPTION

TYPE OF WORK: CLERICAL ASSISTANT[27]

BACKGROUND: Maintaining accurate, complete and current records for each individual student is a major responsibility of the school staff. Appropriate student placement, adequate school funding, and effective school - community - home relations depend greatly upon the work accomplished by the school clerical staff. A volunteer clerical assistant may provide much needed support in this area.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the school secretary and principal. Generally, the assignment will include one or more of the following tasks:

Assisting with telephone by taking messages when necessary, placing calls when directed, checking attendance for tardiness and absenteeism.

Assisting with filing (except for confidential material).

Sorting and collecting ditto material.

Operating duplicating equipment.

Typing forms, letters, notices, (optional).

Addressing envelopes, messages, notices.

Sorting, stamping, and opening mail.

Running errands, contacting teachers, delivering messages, collecting money or pertinent material.

Helping with inventory of supplies.

TRAINING PROVIDED: Pre-service and in-service training will be provided.

VOLUNTEER QUALIFICATIONS: Accuracy; emotionally mature person who is able to follow directions with a cooperative attitude.

CONTRIBUTION: Enable secretary to assist principal in more tasks which in turn will allow principal time for administrative and supervisory duties.

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[27]Extracted from The Leader's Handbook. Permission granted by Dr. Audrey H. Jackson, Coordinator of Volunteer Services, Miami School Volunteer Development Program.

NEEDS ASSESSMENT FORM[28]

Will you please help us in our volunteer effort. We are in the process of recruiting volunteers from the community to help us in our continuing effort to improve our school program. The following list represents those areas teachers would like to have volunteer help in. Please check from this list those areas in which you would like to help.

Tutoring

Clerical

Lunchroom supervision

Playground supervision

Field trips

Classroom aids

Materials development

Classroom aide

Offer mini-courses or other types of enrichment activities (e.g. photography, art, music, theatre).

Career education (e.g. barbers, plumbers, truck drivers, firemen)

Work days (carpentry, painting)

Recreation

Clinic aide

School-community council

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

DAY(S) AVAILABLE: _____

HOUR(S) AVAILABLE: _____

We will provide whatever training you feel you would need in your volunteer effort.

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[28] Reprinted with permission granted from Jackie Heinberg, Leon County School Volunteer Program.

VOLUNTEERS

NEEDS ASSESSMENT FORM[29]

Teacher Preference List

Do you wish to use volunteer services? Yes _____ No _____

First Day? _____

First Week? _____

All Year? _____

In what areas are you interested in utilizing volunteers?

_____ Help supervise class so that teacher can work with children with special needs.

_____ Work with individual children.

_____ Work with small groups of children.

_____ Help with such jobs as taking attendance, collecting money, grading papers.

_____ Clerical tasks.

_____ Make instructional materials.

_____ Go on field trips.

_____ Other suggestions. (please list below.)

_____

_____

Name _____

Grade _____

[29]Reprinted with permission granted from Leon County School Volunteer Program.

NEEDS ASSESSMENT FORM: PRINCIPALS [30]

SCHOOL NAME _____; NUMBER _____

ANSWER THESE QUESTIONS ONLY ONCE FOR ALL GRADE LEVELS PARENT/ COMMUNITY INVOLVEMENT

WOULD YOUR TEACHERS BE WILLING TO USE VOLUNTEERS TRAINED BY THE DISTRICT?

_____ YES _____ NO

WHAT AGE VOLUNTEERS WOULD BE USED?

___ 20 - 35 ___ 36 - 50 ___ 51 - 65 ___ 65+ ___ Any Age

DO YOU HAVE ANY PARENT EDUCATION PROGRAMS, e.g., WORKSHOPS, STUDY GROUPS, SEMINARS?

_____ YES _____ NO

IF YES, LIST: _____

_____

_____

_____

DO YOU HAVE ANY JOINT (COOPERATIVE) INSERVICE PROGRAMS FOR PARENTS AND TEACHERS?

_____ YES _____ NO

IF YES, LIST: _____

_____

_____

_____

ARE TEACHERS TRAINED IN THE USE OF VOLUNTEERS AND AIDES?

_____ YES _____ NO

IF YES, INDICATE TRAINING: _____

_____

_____

[30] Reprinted with permission from Jackie Heinberg, Leon County School Volunteer Program; Tallahassee, Florida.

THINGS TO DO TO RETAIN VOLUNTEERS[31]

- STUDENT-PLANNED APPRECIATION PARTY (END OF YEAR).
- PARTY OR CARDS ON SPECIAL DAYS - BIRTHDAY, HOLIDAYS . . . .
- P.T.A. MIGHT BUY LUNCH FOR VOLUNTEERS.
- VERBAL PRAISE, POSITIVE REPORTS, AND DAILY COMMENTS FROM TEACHER AND CHILDREN.
- HAVE A "MAILBOX" IN THE ROOM FOR SPONTANEOUS NOTES AND PICTURES FROM CHILDREN.
- SCRAPBOOK - PICTURES AND NOTES FROM CHILDREN (SNAPSHOTS OF THE STUDENTS).
- CHILDREN MAKE GIFTS (ARTS AND CRAFTS) WHEN MAKING GIFTS FOR PARENTS.
- INVITE VOLUNTEERS TO PARTIES, FIELD TRIPS, PLAYS AND SPECIAL EVENTS.
- INCLUDE VOLUNTEER IN PLANNING ACTIVITIES.
- SCHOOL PICNIC FOR VOLUNTEERS, PTA APPRECIATION DINNER, OR SPECIAL ASSEMBLY TO HONOR VOLUNTEERS.
- CERTIFICATE OF APPRECIATION FROM MAIN OFFICE OR PRINCIPAL.
- GIFT OR LETTER FROM TEACHER.
- DAILY VERBAL "THANK YOU".
- POEMS WRITTEN BY CHILDREN.
- FEATURE A VOLUNTEER ON A BULLETIN BOARD. ASK VOLUNTEER TO BRING PICTURE.
- HAVE CHILD WRITE STORY.
- PRINT ARTICLES ABOUT VOLUNTEERS IN SCHOOL NEWSPAPER OR YEARBOOK.
- LET VOLUNTEER KNOW HOW MUCH HE HAS HELPED A CHILD. SHOW A VOLUNTEER HOW MUCH A CHILD HAS IMPROVED.

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[31] *Reprinted with permission from Eleanor Fisher, Orange County Volunteer Program.*

INTERVIEWING IDEAS[32]

This initial orientation to the job that the interviewer gives the new volunteer is but the start of what should be a continuous ongoing daily supervision and training program. The interviewer should start the volunteer off right by making it very clear exactly what the duties and responsibilities are, the rights and privileges, the advantages and the limitations, the attractions and the problems.

Is this job for a professional? Will the volunteer displace a paid professional? Will the volunteer displace a paid worker for whom you have budgeded?

Are the job hours and requirements fixed and mandatory or can they be adjusted more nearly to fit the needs of the volunteer?

Have you an exact job description to guide the volunteer or don't you think it is necessary? Have you mentioned what facilities are used, what equipment is necessary or available?

Have you made clear the channels of authority, where and how he can get help with daily problems, to whom to report and what agency and community resources are available? Have you given him source material for his study?

It's a good idea to plan to work with the volunteer encouraging his suggestions instead of just, and only, planning it for him from start to finish.

Assign the volunteer to a job as soon as possible while the enthusiasm is high, but if this job isn't ready, maybe he (she) can take a short course in the meantime (first aid, home nursing, crafts work, or whatever is available and might be needed). If such a course isn't available at the moment, the volunteer might be invited to visit some of the agency's events or be present at a meeting, an open house, a tour of the agency's facilities, a luncheon, exhibit, or maybe a reception of some type. Then again, he might be able to help with some special event then being prepared or conducted.

Sometimes the volunteer isn't sure he would like the job, or maybe you aren't too sure that it is the right job for him. Let him try it for a week and observe his work and attitude closely. Another idea might be to put him on the job for a very definite short period stated in advance. This would make ti easy for you to transfer him to some other job or release him entirely.

If possible, try to present two or more jobs that he might like and for which he fits, which will give him a choice. This always pleases a new volunteer.

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[32] Reprinted from The Leader's Handbook, permission granted by Dr. Audrey H. Jackson, Coordinator of Volunteer Services, Miami School Volunteer Program.

Some prefer a job with a definite terminal date. This gives this volunteer a chance to retire gracefully and also to try out the job. Maybe he doesn't know his future plans or he is filling in time while waiting for something else, maybe a paid job. Some are just reluctant to commit themselves for an indefinite period.

Most volunteers shy away from jobs similar to their work. An office worker might not prefer to do office work as a volunteer. A housewife with six small growing children may not like a similar responsibility. A volunteer job should be different, challenging, interesting and calling for new skills or a new application of old skills.

It must always be remembered that personal, home, regular job duties and responsibilities come first in a volunteer's life. Be sure to consider this not only in placement but also while on the job and especially in evaluating their work.

The first job a volunteer gets should not only be simple enough to insure success, but should contain elements of satisfaction and pride for the volunteer. Frustration or failure at the outset is deadly and sometimes impels even a good volunteer to change his mind about volunteering.

ADDITIONAL REFERENCES/RESOURCES

Language Arts Tutorial Program Handbook, prepared and printed by Region V of the Florida Migratory Child Compensatory Program, a project of the Florida Department of Education.

Tutor Trainers' Resource Handbook, prepared by the National Right to Read Staff, U. S. Department of Health, Education and Welfare, Office of Education, DHEW Publication number (OE) 74-00102.

Volunteers in Education: A Handbook for Coordinators of Volunteer Programs, prepared by The Recruitment Leadership and Training Institute, June, 1975. (Supplants information presented in ABC's of volunteering)

Write to: Recruitment Leadership Training Institute
Administrative Services Building
Temple University
Philadelphia, PA 19122

The following list of sources was compiled by Eleanor Fisher, Orange County School Volunteer Program, Orlando, Florida.

ABC'S OF VOLUNTEERING (Out-of-print, but some still available from the Department of Education, Tallahassee, Florida. See Gail Atwater, School Volunteer Consultant for Florida). This is a handbook for Educational Volunteers - Washington Technical Institute
4100 Connecticut Avenue, N.W.
Washington, D. C. 20008

Organizing School Volunteer Programs (Book) by Barbara Carter and Gloria Draper - $3.50 - Citation Press, New York, 1974.

"School Volunteers" (Special Report of Education USA)
"Districts Recruit Aides to Meet Rising Costs", $4.00 -
Write to: National School Public Relations Association
1801 N. Moore Street
Arlington, Virginia 22209

THE SYNERGIST (Magazine) - 806 Connecticut Avenue, N.W.
Washington, D. C. 20525

VOLUNTARY ACTION LEADERSHIP (Magazine) - National Center for Voluntary Action
1785 Massachusetts Avenue, N.W.
Washington, D. C. 20036

VOLUNTARY ACTION NEWS (Magazine) - National Center for Voluntary Action
1785 Massachusetts Avenue, N.W.
Washington, D. C. 20036

A SELECTED ANNOTATED BIBLIOGRAPHY

Books or Handbooks, Movie:

Burgoon, Janet. Manual for the Role of Coordinators in the Public School System, Volunteer Talent Pool and Training Center, 685 North Tamiami Trail, Sarasota, Fla.

A discussion on the duties and responsibilities of coordinators in a school volunteer program. Sample forms such as Requisistion to Volunteer Talent Pool and Training Center, Teacher-Volunteer Communication Sheets and Volunteer Aide Sign-In Sheets are included.

Chambers, Jewell C. (ed.). ABC's: A Handbook for Educational Volunteer Programs. Volunteers in Education, Washington Technical Institute, 4100 Connecticut Avenue, N.W., Washington, D.C. 20008.

This guide will provide a basic outline for those seeking aid in setting up and operating a meaningful and rewarding volunteer program. The information listed in this guide can be modified and adapted to meet local school needs.

Cooper, Nancy. Turn About--It's Your Turn to Teach. Division of Instruction, Dade County Public Schools, Miami, Fla., 1975.

This curriculum unit, written to assist schools in implementing a cross-age volunteer program called Turn About, includes a handbook for Turn About leaders and mini-pak guides for secondary students.

Comprehensive training materials for reading volunteers are also available from the School Volunteer Programs in Philadelphia, Los Angeles, and New York.

Dade County Public Schools, School Volunteer Program. SVP Leader's Handbook. 1410 N. Bayshore Drive, Miami, Florida 33132.

A reference handbook developed to aid school-level administrators who are participating in the Dade County School Volunteer Development Project. Topics treated include: The responsibilities of the SVP leaders, with whom do SVP leaders work, job descriptions, what forms do SVP leaders use and what facts do SVP leaders need to know to implement the program.

Florida Educational Research and Development Program. Handbook for Tutorial Programs. Department of Education, Tallahassee, Fla. February, 1972.

Recognizing the growing need for providing individualized instruction for the classroom student, this manual prepares program organizers and tutorial managers with information necessary to envision the opportunities, scope, and problems related to a program involving students in the instructional process through tutoring.

Florida Educational Research and Development Council. Plan, Polish, Promote and Practice a School Volunteer Program. Department of Education, Tallahassee, Florida. February, 1974.

A research bulletin that has all the basic components to help a district implement an effective volunteer program.

Orange County Public Schools, The ADDitions School Volunteers. Handbook for Volunteers - The ADDitions School Volunteers. 410 Woods Avenue, Orlando, Florida 32805.

Movie: "The Need and the Needed", a 16mm film, sound & color, 19 minutes, an overall view of the School Volunteer Program in Orange County. Good for recruiting and for explaining the need and uses of volunteers to administrators, principals, faculties, and school boards.

Movie is available for loan of one week provided recipient pays cost of postage and insurance.

Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher. Columbia University Teachers College Press, New York.

A manual designed to clarify the goals of the volunteers and to suggest ways to help young people to become better readers.

Spencer, Carl R., Project Director. Parent Assisted Learning. Lincoln Public Schools, Box 82889, Lincoln, Nebraska 68501.

A how-to handbook to provide volunteers, administrators, or teachers with organization and training material for systematic volunteer support with materials or classroom assistance.

Adapted from The Leader's Handbook. Permission to reprint granted from Dr. Audrey H. Jackson, Coordinator of Volunteer Services, Miami School Volunteer Development Project, Miami, Florida.